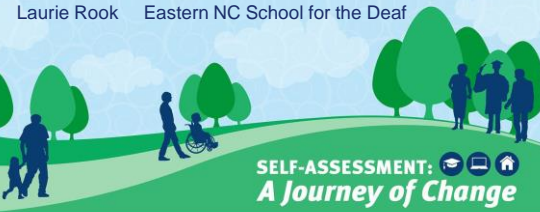


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

## Fairview Learning: Raising Deaf Children's Literacy by Improving ASL Skills

Dave Dolman Barton College  
Laurie Rook Eastern NC School for the Deaf



**SELF-ASSESSMENT: A Journey of Change**

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

November 8-10, 2016

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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented does not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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## Eastern North Carolina School for the Deaf

- Began in 1964; Barton College partnership since 1969
- Serves 65 students in the 54 easternmost counties of North Carolina
- 79% are from minority backgrounds
- 29% have parents who speak a language other than English at home
- 89% are eligible for Medicaid
- Less than 10% have parents able to effectively communicate through sign language
- 100% are taught through the use of sign language — from PSE/contact sign to ASL on the sign continuum, with ASL the goal for all students

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## Before we talk about the Fairview Learning Program...

### Why bilingualism?

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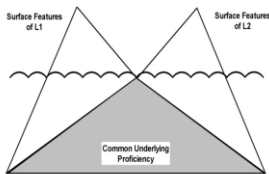
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### THE "DUAL ICEBERG" REPRESENTATION OF BILINGUAL PROFICIENCY



Adapted from Cummins, 1981  
Retrieved from: [www.janetk.com/sched/sem1/bw-iceberg.pdf](http://www.janetk.com/sched/sem1/bw-iceberg.pdf)

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The screenshot shows the Visual Language and Visual Learning (VL2) website. The header includes the VL2 logo and navigation links. The main content area features a large image of a group of people, a 'NEWS' section with a link to 'VL2 marks 10 years with Knowledge Festival', and a 'FEATURED VIDEO' section with a link to 'Dr. Laura Ann Packer, Ph.D.'.

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### Purpose of Gallaudet University's Visual Language and Visual Learning (VL2) Lab

- To conduct behavioral and brain science studies to determine how deaf individuals without mastery of the spoken form of written language learn to read and write fluently
- To apply that knowledge to products and tools that will advance the education of deaf students

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### ENCSD's Involvement with Fairview Learning

July 2014

- "There is only one published empirical study of the popular Fairview materials..." Easterbrooks, S. R. & Beal-Alvarez, J. (2013). *Literacy instruction for students who are deaf and hard of hearing*. New York: Oxford University Press

• Awarding of Boykin Scholars Award

October 2014

• Videoconference with Fairview representative

• Funds procurement process begins

August 2015

• Fairview representative comes for two days to train teachers, aides, and dorm staff

• Beginning of program implementation

October 2015 and beyond

• Four videoconferences with Fairview trainer throughout the year—8 hours total

• Teacher Observation Packages- elementary teachers video lessons, send in the presenter and receive feedback within one week

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### Improving Instructional Practices

- **The Fairview Learning Program**, designed specifically for students who are Deaf or Hard of Hearing, reflects years of collaboration among educators of the deaf and utilizes best practices. Fairview's unique program provides individuals the literacy tools to construct mental, linguistic frameworks. These frameworks, specific to each user, allow access and increasing fluency in English and ASL, and ease the movement between the two languages.

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## FAIRVIEW LEARNING 5 PROGRAM COMPONENTS



1. The Adapted Dolch Word Lists
2. The Bridging Process & Reading Comprehension
3. Phonemic Awareness
4. Literature-Based Instruction
5. ASL Development/Written English

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Preprimer/ Teacher



Adapted Words

# Dolch

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## The Adapted Dolch Word Lists

- Deaf children and hearing children do not learn the Dolch words the same way.
- To truly comprehend, the student must sign the Dolch words using ASL concepts.

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## ^ made 5



"I *made* a present for you."

"I *made* my bed."

"I *made* money."

"I *made* her happy."

"My brother *made* me do that."

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## ^ get 3

- retrieve
- become
- arrive





I will get orange juice. I get wet in the rain. I will get to camp at 4:00

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## ^ blue 2 (4)




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## ^ blue 2 (4)




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## Best Friends

Sam and his dog Max are best friends. They love to run and play together. Max makes Sam laugh when he chases a ball. Sam walks his dog everyday. Sam lives by the beach. He and Max love to run up and down the beach. Sam thinks about the ocean. He thinks of how far the ocean can be seen. He knows many ships travel on the ocean. He might want to be captain of a ship one day. He wonders if he could bring a dog on a long trip across the ocean. He thinks Max would help him to be a good captain. Max could help in many ways. Most of the time he just thinks of how Max could be his best friend on the long trips. Max just thinks of how fun it is to play with Sam.



Best Friends

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## Best Friends

Sam and his dog Max are best friends. They love to run and play together. Max makes Sam laugh when he chases a ball. Sam walks his dog everyday. Sam lives by the beach. He and Max love to run up and down the beach. Sam thinks about the ocean. He thinks of how far the ocean can be seen. He knows many ships travel on the ocean. He might want to be captain of a ship one day. He wonders if he could bring a dog on a long trip across the ocean. He thinks Max would help him to be a good captain. Max could help in many ways. Most of the time he just thinks of how Max could be his best friend on the long trips. Max just thinks of how fun it is to play with Sam.



Best Friends

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### Adapted Dolch Words

	Preprimer	Primer	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Words	40	49	40	45	39
Meanings	71	74	66	73	66
Signs	95	113	110	112	80

Total Signs= 510

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### On-line Tool

<http://www.fairviewlearning.com/itool/>

Username

Password

Annual Subscription

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### In Summary...Adapted Dolch Word Lists

- Decide what list the student is on and teach the list. (Throw down!)
- Teach 3 Adapted Dolch words per session. (3-10 minute sessions per week)
- When you finish teaching the new words and reviewing the list for practice, see how many words the student can read in 2 minutes at each session. (REVIEW, TEACH!)
- Optional- Graph the results.

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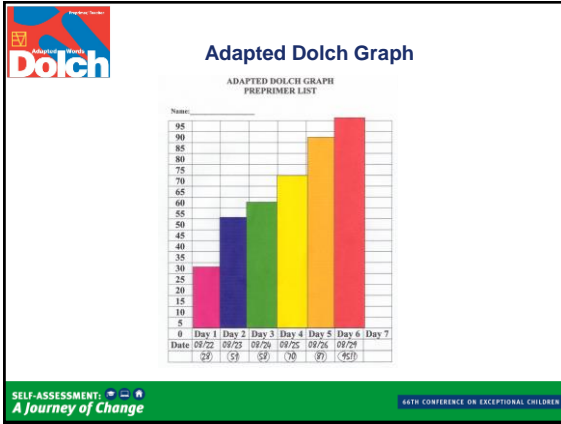
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**Student Assessment Record**

**STUDENT ASSESSMENT RECORD**

School: \_\_\_\_\_ Pre Test \_\_\_\_\_ Post Test \_\_\_\_\_

Student Name: \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_

Gender: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_

Adapted Dolch Word List: \_\_\_\_\_

Bridge List: \_\_\_\_\_

Bridging Process (Phase Rate): \_\_\_\_\_

Phonetic Awareness: \_\_\_\_\_

Reading Comprehension (Circle correct level & highest book read): \_\_\_\_\_

American Sign Language (Rate usage level from 0 to 5): \_\_\_\_\_

Spontaneous Written English (Rate usage level from 0 to 5): \_\_\_\_\_

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## The Bridging Process & Reading Comprehension

- The Bridge Lists - English phrases requiring American Sign Language (ASL) translation for understanding
- Bridging – emphasizing and bracketing Bridge phrases with deaf students
- Bridging when applied to text allows deaf students access to written English

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## Examples of Bridge Phrases

1. [just about] *almost*
2. [right over there] *F off nose*
3. [from time to time] *hand moving*
4. [has gone to sleep] *index to closed fist*

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## [go to bed]



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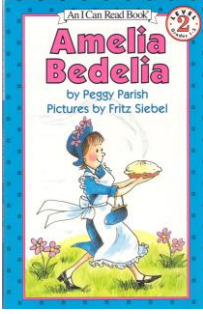
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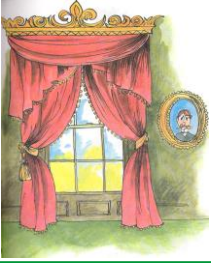

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Draw the drapes when the sun comes in.

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Amelia Bedelia

[^Draw the drapes]  
when [the sun comes in.]

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**Bridging** Amelia Bedelia



Put the lights out when you finish in the living room.

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**Bridging** Amelia Bedelia

*[Put the lights out] when you finish in the living room.*



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**Bridging** A Pet Kitten

Kyesha wanted a pet for her very own. She asked her parents for a kitten. She said, "I will take care of the kitten all by myself." She said she would feed the kitten every morning and she planned to play with the kitten every afternoon after school. Kyesha even said she would make sure it didn't run away and get lost.



Today was Kyesha's birthday. Her parents planned a surprise party for her after school. They decided to give her a kitten for her birthday. Her parents hoped Kyesha would take care of her pet kitten.

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**Bridging** **A Pet Kitten**

Kyesha wanted a pet [for her very own]. She [asked her parents] for a kitten. She said, "I will [take care] of the kitten [all by myself.]" She said she would feed the kitten [every morning] and she planned [to play] with the kitten [every afternoon] after school. Kyesha even said she would [make sure] it didn't [run away] and [get lost.]



Today was Kyesha's birthday. Her parents planned a surprise party for her after school. They decided [to give] her a kitten for her birthday. Her parents hoped Kyesha would [take care of] her pet kitten.

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**Bridging** **The Bridge Lists**

	Preprimer	Primer	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Words	71	58	51	45	40
Meanings	117	94	124	66	54
Signs	153	123	158	70	75

Total Signs= 579

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**Bridging** **In Summary...The Bridge Lists**

- Use progress checks.
- Group teach the Bridge phrases.
- Graph results!
- HAVE FUN!

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## Phonemic Awareness



Skilled deaf readers make use of phonological information.

All of us have our own phonemic vocabularies, right or wrong.

All readers possess a basic code to decode the printed word.

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## Phonemic Awareness & Vowel Patterns



### CONSONANTS

b d f  
g h j  
k l m  
n p r  
s t v  
w z th  
wh ch sh

### VOWELS

Short Long

\_a\_ a\_e, ai, ay  
\_e\_ ee, ea, ey, \_e  
\_i\_ i\_e, igh, \_y  
\_o\_ o\_e, oa, \_o, ow  
\_u\_ u\_e, ew

*A shortcut to the phonemic code! The 12 mini lessons, flash cards, and reference chart makes the 21 short and long vowel patterns and 21 consonant sounds visually and easily accessible to assist word decoding.*

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## Tools for Reading



Adapted Dolch Words, the Bridging Process and Reading Comprehension, & Phonemic Awareness provide the FOUNDATION for literature-based instruction!

**Reading Comprehension:** Structured reading exercises are used to teach children better comprehension and decoding skills and how to use contextual clues. Once foundation is mastered, most students can be expected to get on grade level quickly. Students will be lost in language (ASL/English/Spanish) until they are given some basic building blocks to approach English.

**Written English:** Students translate their signed stories into written English or dictate short personal stories to their teachers/editors into correct English.

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### Reading Comprehension- Process Reminder



- Know student's instructional level.
- Predict- Picture Tour! Analyze pictures. Predict what the story is about.
- Read Together- Utilize teachable moments.
- Echo Read- Solo Read
- Add needed Vocabulary/Bridge Phrases to notebooks.
- Retell- Help kids make connections as well as checking for comprehension.
- Repeated Reading

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### ASL Development

- Students sign personal stories to the teacher. The stories are often recorded using the iPad.
- The teacher retells the stories modeling proper ASL.
- Students then sign their stories again, implementing proper ASL structures.
- Students record and illustrate their stories to demonstrate progress.

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### Spontaneous Written English

- Structured journaling - During writing time, the student dictates and/or writes spontaneous and personal short stories with their teachers.
- These stories are translated to proper English.
- The student then copies and/or types the proper English version and illustrates the stories.

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## ASSESSMENT, ASSESSMENT, ASSESSMENT

- Immediate Positive feedback is motivational.
- Makes it more FUN to learn.
- Increases enthusiasm.
- Encourages healthy competition.
- Provides accountability for all participants.
- Meets IEP Requirements – goal setting.
- Documents efforts of consistent linguistic input.
- Promotes parent involvement and satisfaction.
- Shows documentation of student progress.

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## Sign Language Assessment



Expressive  
Language Skills

Receptive  
Language Skills

ASL classes  
for Students

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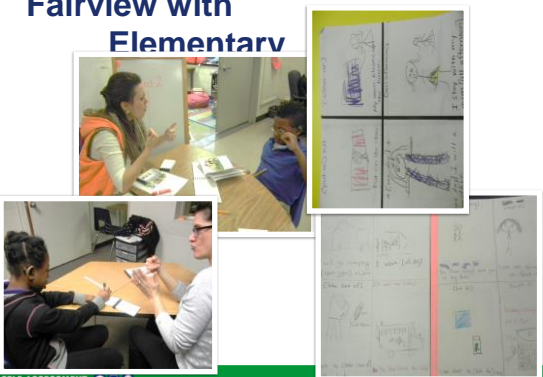
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## Fairview with Elementary



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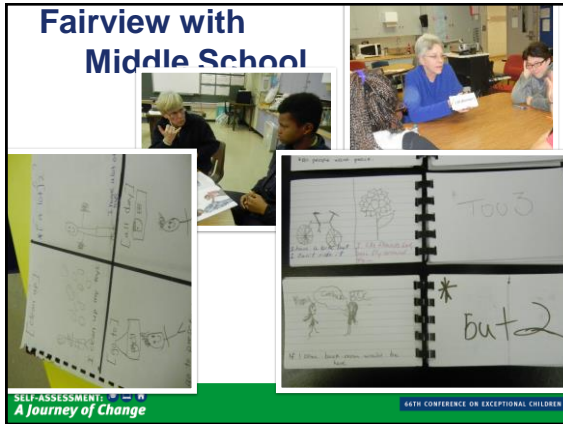
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### Results One Year after Implementation: General Skills

- Use of ASL has improved-- vocabulary, fluency, directionality, classifiers, space, body shift, facial expression, and eye gaze (measured systematically in October 2015 & March 2016).
- Most students have improved in writing ability, as measured by the Kendall Writing Levels.

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### Results One Year after Implementation: Specific Skills

- Students' understanding of multiple meanings of words, measured by their knowledge of Dolch adapted word lists, has improved.
- Students' skill with using bridge phrases has increased.

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### General Feedback from Teachers

- All 14 teachers, anonymously surveyed March 2016, supported use of Fairview Learning.
- Teachers noted three broad areas of improvement:
  - English vocabulary and writing skills
  - Reading comprehension skills
  - Grammatically correct ASL
- Besides academic gains, teachers noted greater student motivation.

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### Comments from Teachers

- "I see a lot of motivation in some students because their comprehension is improving, and they are succeeding."
- "It's given kids more of a reason to think when they read. I've seen some of the kids show some pride in recognizing a multi-meaning word when it's encountered in an unexpected place."
- "It's cool when you can point out a bridge or multi-meaning word using vocabulary in math, science, or social studies."

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## Comments from Teachers

- "Keeping Fairview in mind helps me focus on how and why students are confused while reading and helps the students become more aware of multi-meaning words, bridge phrases, and ASL concepts."
- "Fairview reminds me that the English sentence structure or vocabulary that I use to teach may be perceived differently or not at all."

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## Comments from Teachers

- "As with any program, it will take longitudinal data to really evaluate if it is making an impact in the skill sets of the children. There are no magic programs that will instantly change the reading comprehension of a child but continued, structured approaches should show increased growth in the future."

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## Comments from Teachers

- "I wish I had been introduced to Fairview methods a few years back....All of the methods I used in my inclusion classes in public schools plus methods I was taught when I got my certified hours for students with learning disabilities haven't been very successful for the greater majority of the students....Finally, Fairview comes along."

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## Costs Associated with the Program

- On-site 2-day training
- Materials
- On-line tool-annual subscription
- Video Conference
- Teacher Observation Package

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## Issues to Consider

- Do you need a fully bilingual ASL environment for this program to work, or can it be used with individual deaf children in a public school program?
- What ASL skill level must the teacher have?
- Is the program cost effective for only one or two children in a public school program?

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## Questions or Comments?

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## Contact information



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 E-mail: [Laurie.Rook@esdb.dpi.nc.gov](mailto:Laurie.Rook@esdb.dpi.nc.gov)  
 Phone: (252)-237-2450 ext. 364  
 Video Phone: (252)-360-4795

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